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ABSTRACT

Developed by two United States educators after visiting Japan, and designed primarily for secondary students, this instructional materials unit includes lesson plans for approximately seven class-days; although the actual time necessary for implementation is flexible and may be adjusted. All of the activities focus on Japanese and American agriculture with special emphasis on South Dakota. The lessons could be adapted for other states. Maps, charts, and tests are included. Most of the activities which require students to analyze data and make judgments and hypotheses are for individual students; one role playing lesson is included. (CFR)

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Agriculture:

Japan and the U.S. Compared

A teaching unit
developed by

Mary Lea Hennies
and
Marilyn Hadley

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Agriculture: Japan and the U.S. Compared

Rationale: After visiting Japan one can't help but respect Japanese farmers and their farming methods. Since South Dakota and many other United States states are agricultural states, we tend to become smug about our farming methods and production. The people of Japan have used great ingenuity to develop farming practices suitable to their climate, soil, and terrain, and they deserve recognition for their abilities.

This unit explores the geographic location of Japan, its population problems, and facts about Japanese agriculture that can be used to compare Japan to the United States and South Dakota (or any state). It is the intent of this unit to help your students, using as a base the facts concerning the United States and your state, to appreciate the human resources of Japan that, despite formidable odds, have developed an agricultural system that is adequate. In addition, the unit will allow your students to compare and study some important aspects of American agriculture.

The unit is organized to include plans for seven days; however it is flexible enough for you to expand it to several depending on the needs of your students.

Aim: To be able to locate Japan on various maps

Procedure:

1. Locate Japan on a globe--notice the four islands, major cities, and its relation to China, Korea, and other areas of the world.
2. Use a transparency map of the world to locate Japan
3. Use a transparency outline map of the United States with Japan superimposed over the states to indicate its size--be sure to superimpose Japan over your state.

Evaluation: Give the students an outline map of the United State and have the students draw Japan superimposed over the states. Use four different colors to indicate the four islands.

Aim: To begin to grasp the concept of Japan's dense population.

Procedure:

1. Recall--Display and discuss the student drawn maps.

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may be more suitable. Another option would be to ask the students to interview farmers on their own time.

Evaluation: Student use of the questionnaire.

Aim: To be able to appreciate life as a farmer in the United States.

Procedure:

1. Visit a farm, listen to the panel, or discuss individual interviews.

Evaluation: Class discussion of life as a farmer in the United States.

Aim: To be able to compare a United States and Japanese farm.

Procedure:

1. Recall--discuss life on a farm and compare it to the facts on the "Did You Know" sheet.
2. In groups of three or four, construct a chart showing the similarities or differences between the two--land use, size of farms, products, imports and exports, government assistance, vegetable, grain, livestock production, surplus, farming methods, cost.
3. Ask the groups to give one or more of the greatest similarities and differences.

Evaluation: Display the charts.

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2. Use a transparency map of Japan showing population density.
3. Population game--directions included.

Evaluation: Students should draw five or six conclusions regarding Japan's dense population.

Aim: To be able to compare farm facts regarding Japan, the United States, and South Dakota (or any state). This may take more than one day.

Procedure:

1. Recall--maps and conclusions regarding population density.
2. "Did You Know" sheet.
3. Discussion of sheet.

Evaluation: True/False test either orally or individually.

Aim: To be able to compare products grown in selected countries of the world with emphasis on the United States and Japan. This, too, may take more than one day.

Procedure:

1. Recall--Discuss true/false test.
2. Transparency charts. Japan 1984 International Comparison.
3. Discussion.

Evaluation: Students should write out on transparency sheets at least five statements regarding the charts. Ex. U.S. sugar consumption per day is about 165 grams greater than sugar intake in Japan.

Aim: To be able to construct a questionnaire for use in interviewing a state farmer.

Procedure:

1. Recall--discussion of the statements from the charts.
2. In class construction of a questionnaire.
3. Prepare to visit a farm. Many schools will find that to be impossible; thus inviting a panel of farmers to school to respond to the questionnaires

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DID YOU KNOW

...that Japanese farms are very productive in yield per acre
...that the average Japanese farm is 2.5 acres
...that 90% of the crops are sold through farm cooperatives
...that equipment is purchased through the farm cooperatives and that the government subsidizes the purchases by allowing 6% interest is paid back in 5 years
...that the number of farmers has been decreasing as the number of farmers take jobs in industry
...that the majority of farmers also hold full time or part time jobs in industry
...that the chief crops of Japan are rice, wheat, barley, green vegetables (soybeans, cabbage, taro potato, Chinese cabbage), and an increase in the production of fruit such as mandarin oranges, apples, pears, and grapes
...that the amoount of land that can be used for farming is very limited because of the many mountains (only 14.6% or about 5.4 million hectares cultivated)
...that Japan's major food imports, mainly from the U.S., are meat, wheat, sugar, maize (like corn and used for animal feed), and soybeans
...that the Japanese are beginning to develop dairy farms (especially on the island of Hokkaido), but there is not enough room to develop enough farms to meet the demand
...that a pound of beef in a Japanese store costs about $18.00
...that because large numbers of farmers are not employed in cities, two of three farmers in Japan are 60 or older
...that Japan imports about 1/2 of its calories (total food supply)
...that the government discourages the production of rice
...that the surplus rice is not stored but sent to needy countries such as Vietnam, Cambodia, Bangladesh
...that machines used on as farm are a rice dryer, rice scale, harvester, cultivator, combine, planter, tractor, truck
...that machines cost about $100,000.
...that each farmer owns his own equipment which lasts about 10-15 years
...that Japanese farming methods are very modern
...that because so many people live in Japan, the farms can not produce enough to feed everyone
...that the Japanese government provides services to Japanese farmers
...that the population density of Japan is about 816 persons per square mile
...that terracing is used to make efficient use of available land

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DID YOU ALSO KNOW

...that the U.S. produces 50% of the world's corn, 20% of the world's oats, and 15% of the world's chickens, oats, and tobacco
...that agriculture is the world's most important industry
...that agriculture supplies us with food to eat as well as much of our clothing and shelter
...that about half the world's workers are employed in farming
...that the U.S. leads the world in production of oil bearing crops--soybeans, coconuts, cottonseed, peanuts
...that many American farmers belong to farm cooperatives
...that U.S. farms average 440 acres in size
...that there are about 2,300,000 farms in the U.S.
...that most American farmers hold part time jobs in addition to farming
...that many farmers use the "contract farming" method to sell their products (a farmer signs a contract with a food processing or grain marketing firm agreeing to supply the contractor with a certain amo-unt of the farm's output at a specified price)
...that the government provides services to U.S. farmers
...that American farmers use large (sometimes five or more) tractors, combines, cultivators, seed-drills, several types of harrows, bailers, plow, and many other machines to operate their farms
...that the cost of farming in America is very high (astronomical)--$100,000-$500,000 or more
...that 95% of American farms are specialized (concentrated on a particular crop or livestock)
...that annual gross income per farm is $34,956.
...that the average American farmer produces enough food for 60 persons
...that about a sixth of all food exports come from American farms
...that 45% of American farms are specialized livestock farms
...that major farm products are alfalfa, barley, bean, corn, cotton, fruit, oats, peanut, potato, rice, rye, sorghum, sugar, tobacco, vegetable, wheat, cattle, chicken, duck, goat, hog, horses, poultry, rabbit, sheep, turkey
...that surplus produce is stored
...that the U.S. population density is 62 persons per square mile

True/False

_____1. The average size farm in Japan is much larger than the average size farm in America.
_____2. In Japan 50% of the food grown on the farm is kept for family use.

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_____3. Most of the farmers in both Japan and America hold part time jobs in other non-farm areas.

_____4. Rice is grown in Japan but not in America.

_____5. Dairy farming is one of the major types of farming in Japan.

_____6. The cost of farming is much greater in the U.S. than it is in Japan.

_____7. World agriculture is important, but it is not as important as other industries.

_____8. Less than a third of the world's workers are involved in farming.

_____9. Much of the land in Japan can not be farmed because of the many mountains.

_____10. The Japanese use the land very efficiently because they use terracing to use as much of the mountainous area as they can.

_____11. Japan is self-sufficient in the area of farming.

_____12. America leads in the production of oil-bearing crops.

_____13. Japan exports many of its farm products to the United States.

_____14. The cost of beef is less in America because more beef is produced in America.

_____15. American farmers use more advanced farming methods than Japanese farmers.

Key:

1. False
2. False
3. True
4. False
5. False
6. True (may provoke discussion)
7. False (supplies BASIC needs)
8. False (over 1/2)
9. True
10. True
11. False (discuss self-sufficient)
12. True
13. False
14. True
15. False

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DID YOU KNOW

...that South Dakota is mainly a farm state
...that farms and ranches cover 9/10's os the state
...that South Dakota is a major producer of beef cattle, hogs, sheep, barley, flaxseed, oats, rye, spring wheat, soybeans, and other crops
...that the popu-lation density of South Dakota is 9 persons per square mile
...that agriculture accounts for 78% of all goods and services produced in South Dakota
...that the average size farm in South Dakota is about 1,100 acres
...that the population of South Dakota is 690,768
...that 25.8 % of the population is 60 or older
...that there are approximately 265 Japanese living in South Dakota

True/False

_____1. The average size farm in South Dakota is much larger than the average size farm in Japan.
_____2. There are few people per square mile in South Dakota than people per square mile in Japan.
_____3. More beef is produced in South Dakota than in Japan.
_____4. South Dakota is mainly an industry-based economy.
_____5. Farms and ranches cover half of South Dakota.

Key:

1. True
2. True
3. True
4. False
5. False

Note: Using a current Almanac or other reference, other facts concerning your state could be added to this activity. The important thing is to allow the students to compare and think about your state and Japan.

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AGRICULTURE/JAPAN

G Y X T X H Z B R G H W T S U O J W N L C X V P K H U B B Q Q C
R H B U R R Z Z Y L E V S E U M Q D L U R V I H E C T A R E N D
P D M F W V C C Z Q T O S E S O B Y J X S C F H W O N Y Y J F X
O O U I V X Z W B V O K Q S L M N U F K Y O T O T U O T F Z G C
M T D U A W D D E E C N P Y F B O I O Z B V C C E Y E I J T G N
C B B W U H F I X L U R T R Y V A L A O D Z A L R A V U B R U Q
I T R L X M K P K H Q G Y Z Z Y J T V T U O C M R Z M N K W V F
L E G U M R R Z W D H K D V B J Z X E E N E O N A X L E M T Y L
Z I I T O R P X R E J E X Y M B J E X G R U Q X C G Y G A R I W
R E D M D A P N I T X Z R H G M V D K K E R O C I J X N B N E E
O D T B M V D Q W S X P P B H S K O F E N V O M N B T I O H Y Z
Q U O M D T H B J W O X E S D N A L S I K Y X J G H Z L C I A Y
B P Y F X Q J S Q R K Q N N Z U R W T D X J Q A F J X I S Z P Q
J Z I M I F P F T H M O J C S K O H G W E V M L E C Y N B B X Q
J S W B Z W Z G L P P W J I Q I T M R G S Q Y H M F U R I Q E F
H X V L Q Y F Z E S Q S P D T X V S Q T F X R G M R T E Z J F K
M B E X O T Z L S U E Z W I P S F E R B W J J H S U L T K Q Y H
T H B A R T S E N V A L Z Q O O W Q A N A G X J E I N K Y J C Q
I O C O O A B U E Z G F V V A O P S F G V M P G D T D H N N L H
P C P K C R A C D Y V J E C U K B U A P A U I S U L P R U S C Z
I M Y N X A I O T X X B H R O Z U U L B A V Y H G K Z J E S X F
I O V T T Y D I X R Z U V P U O M X I A L W V Q S Y G E P Y Y Y
L A P W G I F R W N O H T E K T P C U L T I V A T O R J O S R D
J L Z V A T I B E R L P T L M X L E B X A I H X T N R S L I J D
I B X K C K G N H F U U X A Z L Y U R I C V O V V M J I W X A O
D I K M A Y A N B C D S F E M J Q L C A G S Z N F T E N H M P G
F O U E B A R N S X D G E B C N T Y G I T S U B S I D I Z E A N
H H C P B S L P H U X R Q T K F V O Y F R I H K S P B K K D N A
U I W E A K C E L A V G R G M J R H L T V G V A S U Z S J U K P
R I Y W G L S R S K T I C F T W H L L N A R A E N R Y Z I S V M
H A X X E L M A M U V U W Z B I H W R S T K A S S V K G X G J I
R G P M E G N N Q K J Y V T A I C P J B F T N X H M A D U A T Y

THERE ARE 25 WORDS HERE - CAN
YOU FIND THEM?

HERE ARE THE WORDS TO LOOK FOR:

AGRICULTURE
COOPERATIVES
DENSE
EXPENSIVE
FRUIT
HIROSHIMA
IMPORT
ISLANDS
KYOTO
POPULATION
SUBSIDIZE
TERRACING
VEGETABLES
CABBAGE
CULTIVATOR
DRYER
EXPORT
HECTARE
HOKKAIDO
INGENUITY
JAPAN
MOUNTAINOUS
RICE
SURPLUS
TOKYO

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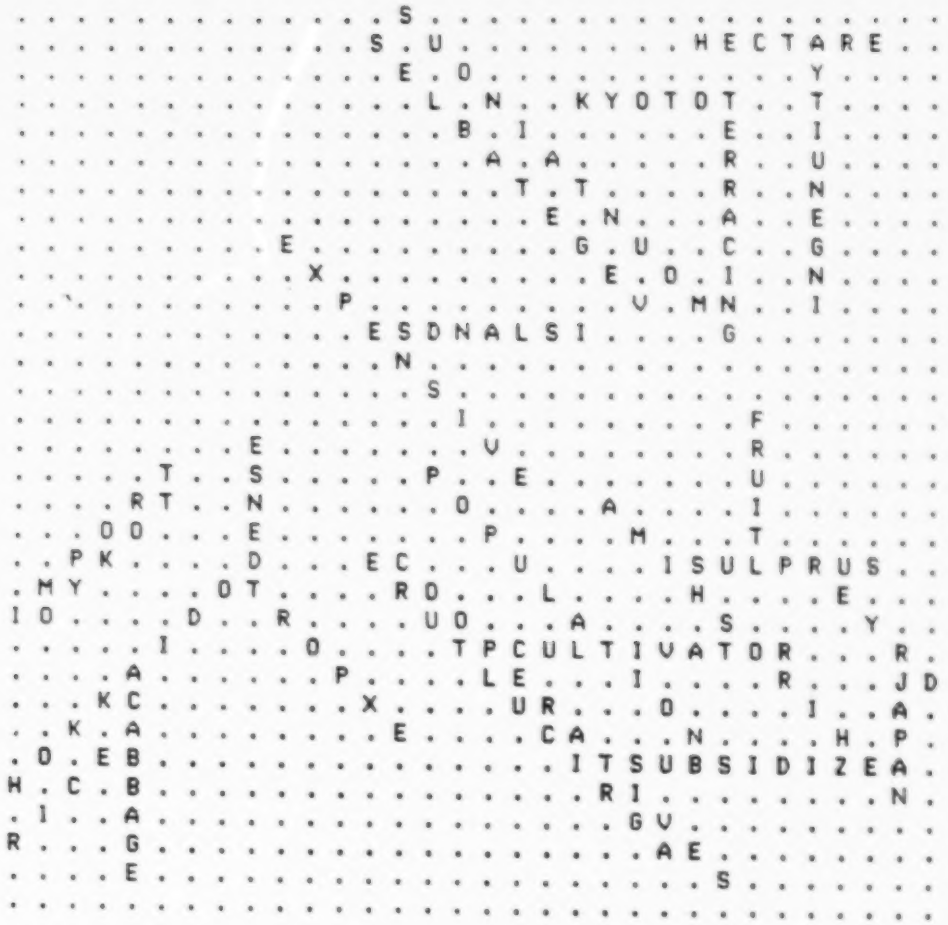
AGRICULTURE/JAPAN



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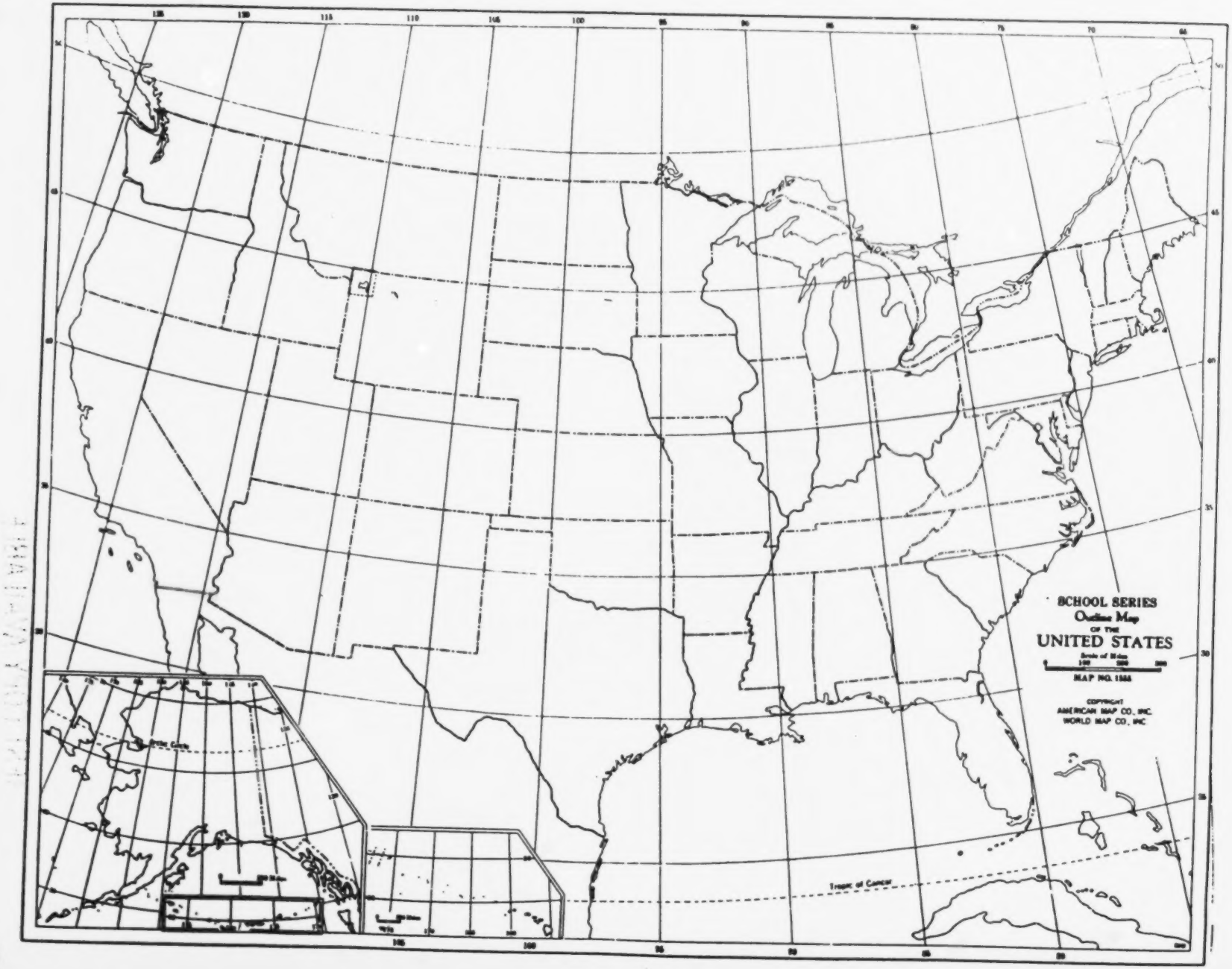

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14

1 Agricultural Area, Population, and Production (1982)

	Agricultural Area			Principal Farm Products (1,000 metric tons)						
	Total Area[a] (1,000 ha)[b]	Agricultural Population[c] (1,000)	Per Capita (ha)[b]	Wheat	Rice, Paddy	Maize (Corn)	Soybeans	Vegetables and Melons	Fruit	
S.S.R.	605,773	20,487	29.6	87,000	2,500	12,500	460	31,991	18,000	8
S.A.	428,163	2,084	205.5	76,443	6,995	213,302	61,970	27,319	24,863	6
ina	386,590	275,334	1.4	63,003	155,111	64,100	7,477	83,116	9,687	
lia	181,230	167,382	1.1	37,833	68,000	6,500	650	42,115	18,906	1
nada	70,072	482	145.4	27,620	—	6,383	857	1,870	722	
nce	31,494	1,838	17.1	25,342	27	9,833	21	7,149	15,620	3
	18,320	493	37.2	10,258	—	1	—	3,977	544	1
	17,551	2,154	8.1	8,998	915	6,820	1	13,276	19,194	1
rmany, F.R.	12,197	1,042	11.7	8,632	—	1,054	—	2,136	6,535	2
pan	5,411[d]	4,031[d]	1.3[d]	742	12,838	3	226	15,334	6,159	
rld, total	4,640,590	830,713	5.6	481,050	411,897	455,351	92,982	367,741	301,740	43

981. Includes arable land, land under permanent crops, and permanent meadows and pastures. b) 1 ha=0.01km² =2.4711 acres.
ll economically active persons engaged principally in agriculture. d) 1983 figure as reported by Ministry of Agriculture, Forestry and Fisheries, J
rce: FAO, *Production Yearbook*, 1982.

Japan's Food Demand and Supply (FY 1982)

0 metric tons)

	Domestic Production[a] (A)	Foreign Trade		Domestic Consumption[b] (B)	Self-Sufficiency Ratio (A/B)
		Imports	Exports		
als	11,433	24,927	358	36,647	31%
ce	10,270	61	348	10,988	93
heat	742	5,432	10	6,035	12
aize (Corn)	2	14,206	—	13,791	0
es	431	4,659	13	5,036	9
etables	16,646	411	3	17,054	98
	6,218	1,680	101	7,860	79
t	3,135	783	3	3,934	80
Eggs	2,069	41	0	2,110	98
's Milk[c]	6,844	1,085	6	8,074	85
& Shellfish	10,784	1,527	1,263	11,325	95
& Oils	1,940	464	189	2,215	88
Sauce	1,272	0	8	1,262	101

cludes both domestic and imported inputs, such as feed and raw materials.
omestic consumption=domestic production + imports − exports ± changes in stocks.
cludes dairy products.
ce: Ministry of Agriculture, Forestry and Fisheries, Japan.

2-3 Food Intake by Country[a]

(grams)

	Japan (1982)	U.S.A. (1978)	C (1
Cereals	304	182	4
Rice	209	9	2
Potatoes & Starch	89	122	2
Sugar	62	167	
Pulses	24	19	
Vegetables	353	260	1
Fruit	151	206	
Meat	89	320	
Eggs	46	45	
Fish & Shellfish	178	21	
Cow's Milk[b]	181	718	
Fats & Oils	41	63	
Calorie Intake	2,591Kcal	3,393Kcal	2,3

a) All figures per day, per person. b) Includes dairy products.
Source: Ministry of Agriculture, Forestry and Fisheries, Japan.

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2-4 U.S. Agricultural Exports by Country of Destination (1983)[a]

	Amount (US$ million)	Change over Previous Year
Japan	**6,251**	**13%**
Netherlands[b]	2,576	– 16
Mexico	1,942	68
Canada	1,844	1
Korea, Rep. of	1,840	16
Germany, F.R.	1,529	6
U.S.S.R.	1,473	– 21
Taiwan	1,308	13
Spain	1,207	– 28
Egypt	970	21
U.K.	823	– 10
Italy	731	– 26
World, total	**36,098**	**– 1**

a) Adjusted for transshipments through Canada. b) Not adjusted for transshipments through the Netherlands.
Source: U.S. Department of Agriculture.

2-5 Leading U.S. Agricultural Exports and Share of Japan (1983)

	Quantity (1,000 metric tons)			Value (US$ million)		
	Total	To Japan	**Share of Japan**	Total	To Japan	**Shar Jap**
Feed Grains	54,365	13,995	**26%**	7,266	1,875	**26**
Corn[a]	47,529	13,047	**27**	6,367	1,753	**28**
Wheat	38,469	3,465	**9**	6,236	589	**9**
Soybeans	22,704	4,585	**20**	5,913	1,220	**21**
Cotton[b]	1,201	318	**26**	1,817	500	**28**
Tobacco[c]	238	52	**22**	1,462	338	**23**
Grain Sorghums[a]	5,280	644	**12**	699	84	**12**
Chickens[d]	203	64	**32**	220	87	**40**
Beef & Veal[e]	87	60	**69**	371	253	**68**
Pork[e]	62	34	**55**	161	118	**73**
Oranges & Tangerines[f]	479	88	**18**	228	51	**22**
Grapefruits[f]	307	169	**55**	117	60	**51**
Lemons & Limes[f]	163	120	**74**	95	74	**78**

a) Excluding seed. b) Excluding linters. c) Unmanufactured. d) Fresh and frozen. e) Excluding offa f) Fresh.
Source: U.S. Department of Agriculture.

2-6 Import of Foodstuffs by Country (1982)
(US$ million, except %)

	Total[a]		Meat & Meat Preparations	Dairy Products & Bird's Eggs	Fish & Fish Products	Cereals & Cereal Preparations	Vegetables & Fruit	Fancy Foods	Beverages	Tobacc
	Amount (0, 1)[b]	Percent of Total Imports	(01)	(02)	(03)	(04)	(05)	(07)	(11)	(12)
U.S.A.	19,381	7.7%	2,304	406	3,292	318	3,255	4,161	2,806	859
Germany, F.R.	17,292	11.2	2,269	1,571	626	1,396	4,917	2,439	991	691
Japan	**14,575**	**11.2**	**1,711**	**311**	**3,918**	**3,960**	**1,608**	**942**	**309**	**521**
U.K.	12,690	12.8	2,399	994	707	962	2,815	1,264	906	559
France	11,226	9.7	2,043	421	1,028	917	2,448	1,396	549	530
Italy	10,839	12.9	2,458	1,683	718	1,393	707	825	251	436
Netherlands	8,278	13.3	439	1,083	216	1,157	1,710	1,040	379	490
Canada	3,944	7.3	275	94	292	263	1,528	528	309	41
Australia	995	4.1	12	54	209	39	170	206	114	87
OECD, total	—	—	—	—	—	—	—	—	—	—

a) Among the foodstuff items, live animals chiefly for food (00), sugar (06), animal feed materials (08), and miscellaneous food preparations (09) are omitt n the table; thus the total amount may not be the sum total of the breakdown items. b) The figures in parentheses are item code numbers based on the S Standard International Trade Classification) method.

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1-12 Gross Domestic Product: Percent Distribution by Type of Expenditure and Kind of Economic Activity (19E

	Type of Expenditure (%)						Kind of Economic Activity (%)					
	Final Consumption Expenditure		Increase in Stocks	Gross Fixed Capital Formation	Exports	Less Imports	Agri-culture[a]	Industrial Activity[b]	Construc-tion	Wholesale and Retail Trade	Transport and Communi-cations	Oth
	Govt.	Private										
U.S.A.	19.0	65.8	−0.4	16.5	8.6	9.5	2.5	27.6	4.1	16.7	6.3	42.
Japan	**10.2**	**58.6**	**0.5**	**29.9**	**14.9**	**14.1**	**3.4**	**34.2**	**8.6**	**12.2**	**6.9**	**34.**
Germany, F.R.	20.3	56.2	0.5	20.5	31.1	28.6	2.2[e]	35.5[e]	6.4[e]	11.0[c]	5.8[e]	39.
France	16.2	64.8	0.8	20.5	23.2	25.5	4.2	27.7	6.5	12.3	5.2	44
U.K.	22.0	60.7	−0.4	15.4	27.0	24.7	2.1	30.2	4.9	11.0	6.3	45.
Italy	18.4	62.1	1.4	19.0	26.7	27.6	5.8	32.9	7.8	15.6	6.3	31.
Canada	21.0	56.5	−2.6	21.1	26.2	22.2	3.7	24.5	5.1	9.5	7.3	49.
Australia	17.8	62.3	−1.6	23.6	15.3	17.4	5.8[d]	30.0[d]	6.6[d]	14.0[d]	6.9[d]	36.
India	10.2[d]	69.1[d]	5.0[d]	18.8[d]	7.0[d]	10.7[d]	32.0[e]	19.0[e]	4.2[e]	13.6[e]	5.2[e]	26.
U.S.S.R.	— 72.3 —		— 25.6 —			— 2.1 —	15.4	51.0	9.9	17.7	6.0	-

a) Includes forestry, hunting, and fishing. b) Includes mining, manufacturing, electricity, gas, and water. c) Includes finance, insurance, real estate and business services, community, social and personal services, producers of government services, and other producers. d) 1980. e) 1981.
Source: U.N., *Monthly Bulletin of Statistics*, July 1984.

1-13 Demographic and Economic Statistics for ASEAN and Other Asian Countries (1983)

	Population	Area	Density	GNP (1982)		Average Annual Growth Rate (Real) 1978—1982	International Reserves[b]	Foreign Trade (US$ million)	
	(millions)	(1,000 km²)	(population per km²)	(US$ billion)	Per Capita (US$)		(US$ million)	Exports (f.o.b.)	Imports (c.i.f.)
Japan	**119.26**	**378**	**316**	**1,063.1**	**8,975**	**4.5%**	**24,496**	**145,468**	**114,01**
Korea, Rep. of	39.95	98	408	68.2	1,734	6.7[e]	2,462	24,400	26,19
Taiwan	18.73	36	520	45.8	2,483	7.3	13,331[f]	25,100	20,31
Hong Kong	5.31	1	5,310	26.0	4,962	9.6	—	22,095	24,12
ASEAN[a]	**275.12**	**3,050**	**90**	—	—	—	—	—	-
Indonesia	156.67[c]	1,905	82[c]	90.2	575	6.8	4,902[g]	22,293[c]	16,85
Philippines	51.96	300	173	38.9[d]	785[d]	5.4[e]	896	4,968[c]	8,27
Thailand	49.46	514	96	37.3	770	6.5	2,555	6,945[c]	8,54
Malaysia	14.53[c]	330	44[c]	25.9	1,780	6.9	5,086[f]	12,043[c]	12,41
Singapore	2.50	0.6	4,303	14.7	5,877	9.0	9,039[h]	21,843	28,16

) Association of Southeast Asian Nations. b) End 1983. c) 1982. d) 1981. e) 1978—1981. f) End of Nov. 1983. g) End of Oct. 1983. h) End of Sept. 1983.
Source: Asian Development Bank, *Key Indicators of Developing Member Countries of ADB*, April 1984; U.N., *Demographic Yearbook*, 1981; Bank of Jap *Comparative International Statistics*, 1984; Official Country Statistics

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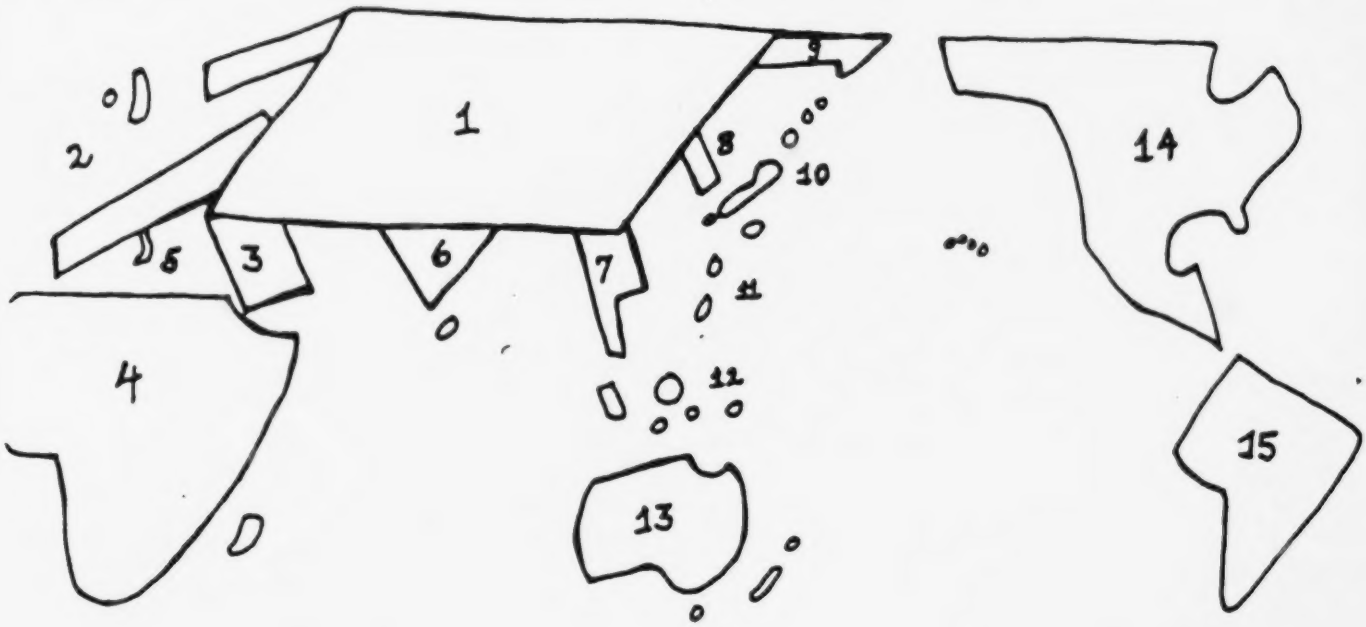
OPENING ACTIVITY (an ungraded exercise to create an atmosphere of receptivity)

Pass out paper and ask your students to draw a map of the world. (Be sure there are no maps visible from which they might copy.) Tell them that the objective is to show the relationship of major landmasses, not squiggles of coastline or political boundaries. Suggest that Asia can be a large rectangle with peninsular extensions for Europe, Arabia, India, Southeast Asia, Korea, and Kamchatka (Russia). Japan is one of several chains of island mountain peaks along Asia's east coast. After they have been given enough time to draw a map (have plenty of extra paper on hand), demonstrate on the chalkboard how a world view can be constructed of simple rectangles and triangles. Name the areas as you draw them: (1) Asia, (2) the peninsulas of northern and southern Europe, (3) Arabia, (4) Africa -- completing the Mediterranean, (5) Italy, (6) India and Sri Lanka (it used to be Ceylon), (7) Southeast Asia, (8) Korea, (9) Kamchatka, (10) Japan (using Korea as a locator), (11) Philippines, (12) Indonesia (it can be an S lying on its side), (13) Australia, (14) North America, (15) South America. Note that Asia should be on the left side of the board and the Americas on the right so that the Pacific Ocean is shown in the middle as the great highway between the two. Encourage the students to sketch quickly one or two more versions to improve their sense of space relationships. Emphasize that none of this work is being graded (praise for grasping the concept is much more useful at this point.)



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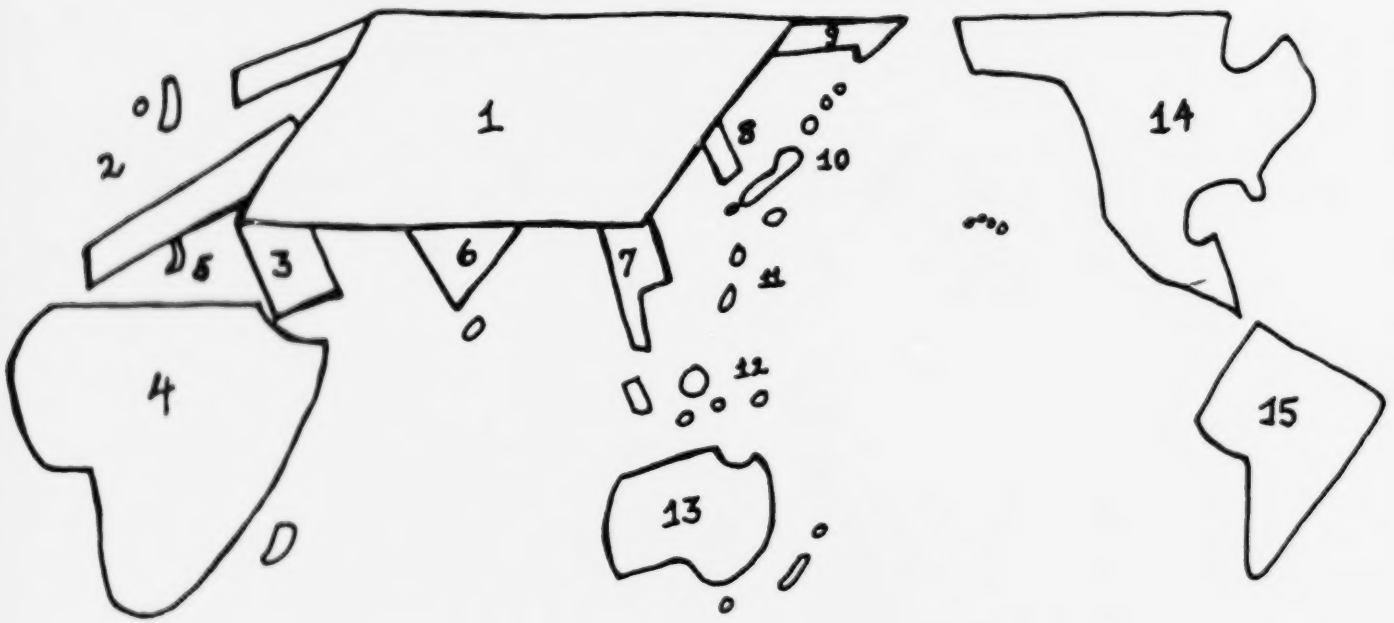

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Now show your students a world map. Having discovered the vagueness of their geographic concepts, they are ready to see what they have been shown in almost every social studies class since they started school.

A note on maps: for this and other lessons that involve geographical concepts, use the largest wall map you can find -- preferably one with only the physical features of the landscape shown; no text or political boundaries. Large maps generally are expensive. Two alternatives: (1) several companies make overhead-projector transparencies that have an outline base map and physical and political overlays; (2) even cheaper, make slides by photographing maps in a good atlas with your 35mm camera. Both the slide and the overhead transparency can be projected on a chalkboard instead of a screen, enabling you to make all kinds of additions without touching the original.

LEARNING ACTIVITY 2

Another use of maps is to give vivid expression to information usually found on charts or graphs. The accompanying map shows countries according to population. Note that the figures on which they are based are for 1966 or earlier. Students who like to play with numbers might enjoy the challenge of redrawing them with current figures. Population estimates vary, but for purposes of comparison, students can start with these selected numbers for 1976:

COUNTRY	AREA (1000 sq.mi.)	POPULATION (in millions)	GROWTH RATE (% per year)	URBAN (%)	UNDER 15 (%)
U.S.	3,615	220	1.2	79	29
Japan	145	112	1.3	80	24
China	3,800	942	2.4	24	36
India	1,138	640	2.6	22	42
U.K. (Eng.)	95	57	0.2	79	24
U.S.S.R.	8,600	255	0.9	61	29
Mexico	760	60	2.4	64	48

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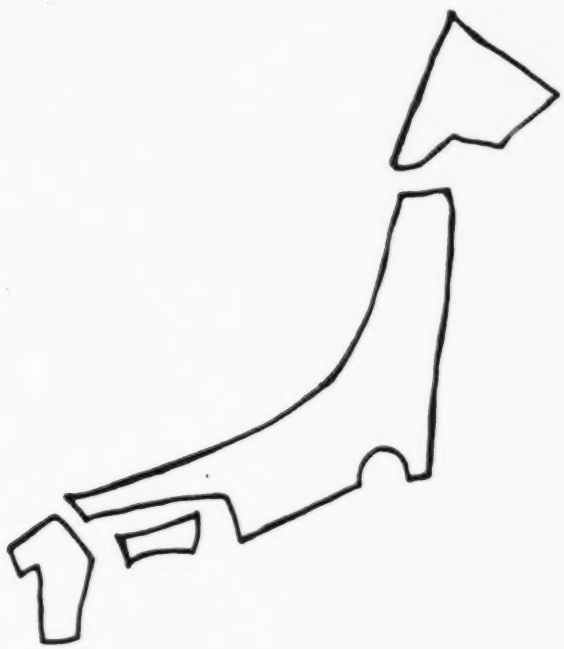
Repeat the exercise for Japan. Drawn in the same way as our map of the world, Japan would look something like this:



*Although small compared to the United States -- the islands would fit on the U.S. east coast between Maine and Georgia -- at 145,000 square miles it is one and a half times the size of the United Kingdom (England, Scotland, Wales, and Northern Ireland).

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The additional information is included for anyone who wants to experiment with related activities. For example, which country is most densely populated? Which have particularly severe educational problems? (see % of population under 15). Which would be expected to have little mechanization of farming? (see % urban).

One of the most important things you can learn from this activity is that populations change. Japan has one of the world's slowest growth rates, yet its population has grown from 35 million to 115 million in the last century and is continuing to grow. Many widely used textbooks still give Japan's population as 93 million. Teach your students the "rule of 70": a population increasing at the rate of 1% a year will double in 70 years; if the rate is 2%, it will double in 35 years; if 3% -- as in many Asian, African, and Latin American countries -- doubling will take only 17 1/2 years! What will the population map look like in the year 2000 if rates don't change?

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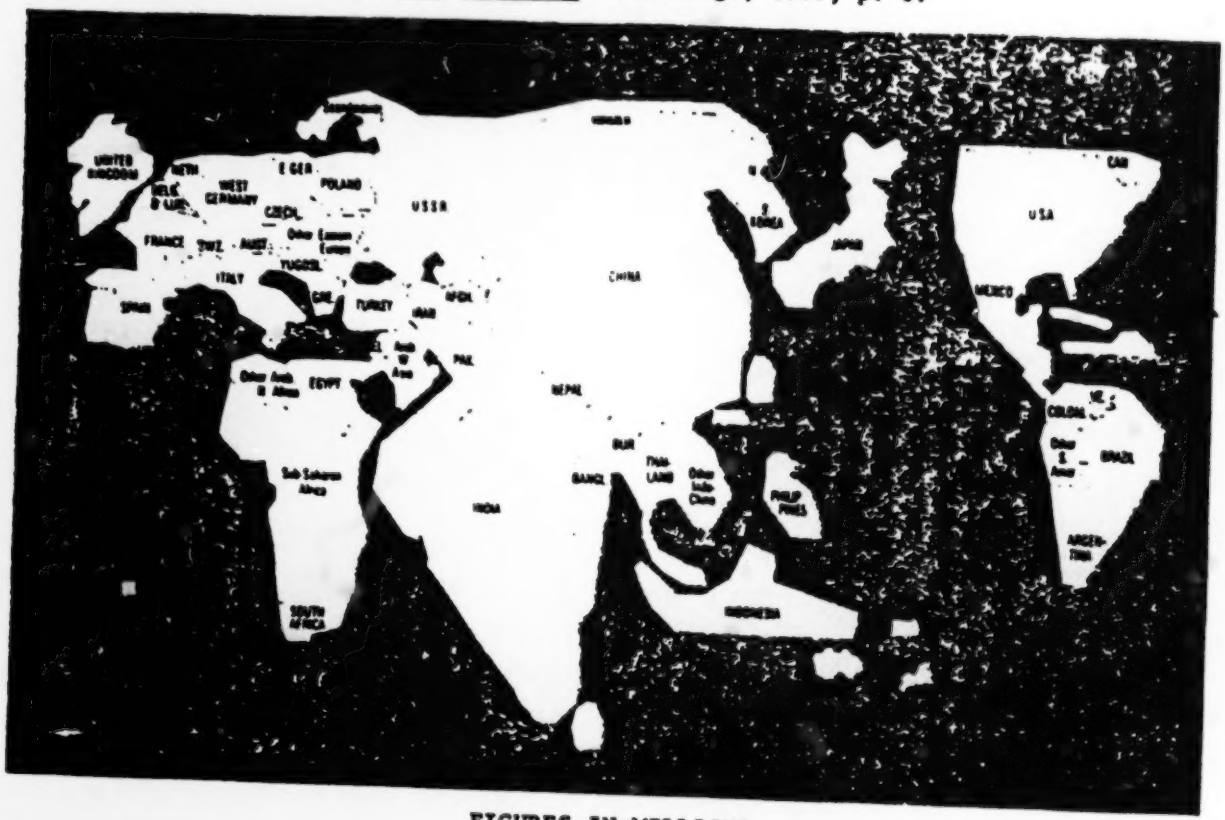
After Edwin O. Reischauer, The Japanese, Cambridge, 1977, p. 6.



FIGURES IN MILLIONS

United Kingdom	56.	Israel	3.7	Philippines	46.3
Belguim & Luxembourg	10.3	Arab West Asia	4.5	Australia	14.3
Netherlands	13.9	Afghanistan	17.8	New Zealand	3.2
France	53.4	Pakistan	76.8	Oceania	4.5
West Germany	61.3	India	634.7	Egypt	39.6
Switzerland	6.2	Bangladesh	85.	Other Arab N. Africa	63.4
Italy	56.7	Sri Lanka (Ceylon)	14.2	Sub-Saharan Africa	302.
Spain	36.8	China	930.	South Africa	31
Other Western Europe	13.4	Mongolia	1.6	Canada	23.6
Austria	7.5	Nepal	13.4	United States	218.4
East Germany	16.7	Burma	32.2	Mexico	66.9
Czechoslovakia	15.2	Thailand	45.1	Cuba	9.7
Poland	35.1	Other Indochina	61.	Other Caribbean	18.3
Yugoslavia	22.	Malaysia	13	Central America	20.1
Other Eastern Europe	44.	Indonesia	140.2	Colombia	25.8
Greece	9.3	North Korea	17.1	Venezuela	13.1
Scandinavia	22.3	South Korea	37.1	Brazil	115.4
U.S.S.R	261.	Japan	114.4	Argentina	26.4
Turkey	42.2	Taiwan	16.9	Chile	10.8
Iran	35.5	Hong Kong	4.5	Other South America	33.7

These figures are for July 1978 and were provided by the Population Reference Bureau in Washington, D. C.

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LEARNING ACTIVITY 3

Area and population, as numbers, have little meaning, yet they determine the behavior of real people. How big is 145,670 square miles? Japan is a little smaller than California, with a climate like that of the east coast of the U.S., and a population of 115 million -- half that of the United States.

Set out three chairs. Each represents approximately 50,000 square miles. Ask two volunteers, each representing 10 million people, to sit on them. Note the empty chair; if the two don't like each other, they can leave empty space between them. This is California. Now, on the same three chairs, representing Japan, invite eleven volunteers to sit. Before the chairs collapse from the weight of the group or the group from laughter, point out that, because of the mountains, only one-sixth of Japan's area is usable for agriculture and concentrations of population -- all eleven should be sitting on half a chair! In terms of usable land, Japan is the world's most densely populated country. Note that this exercise can be adapted to any area with which students are familiar.

LEARNING ACTIVITY 4

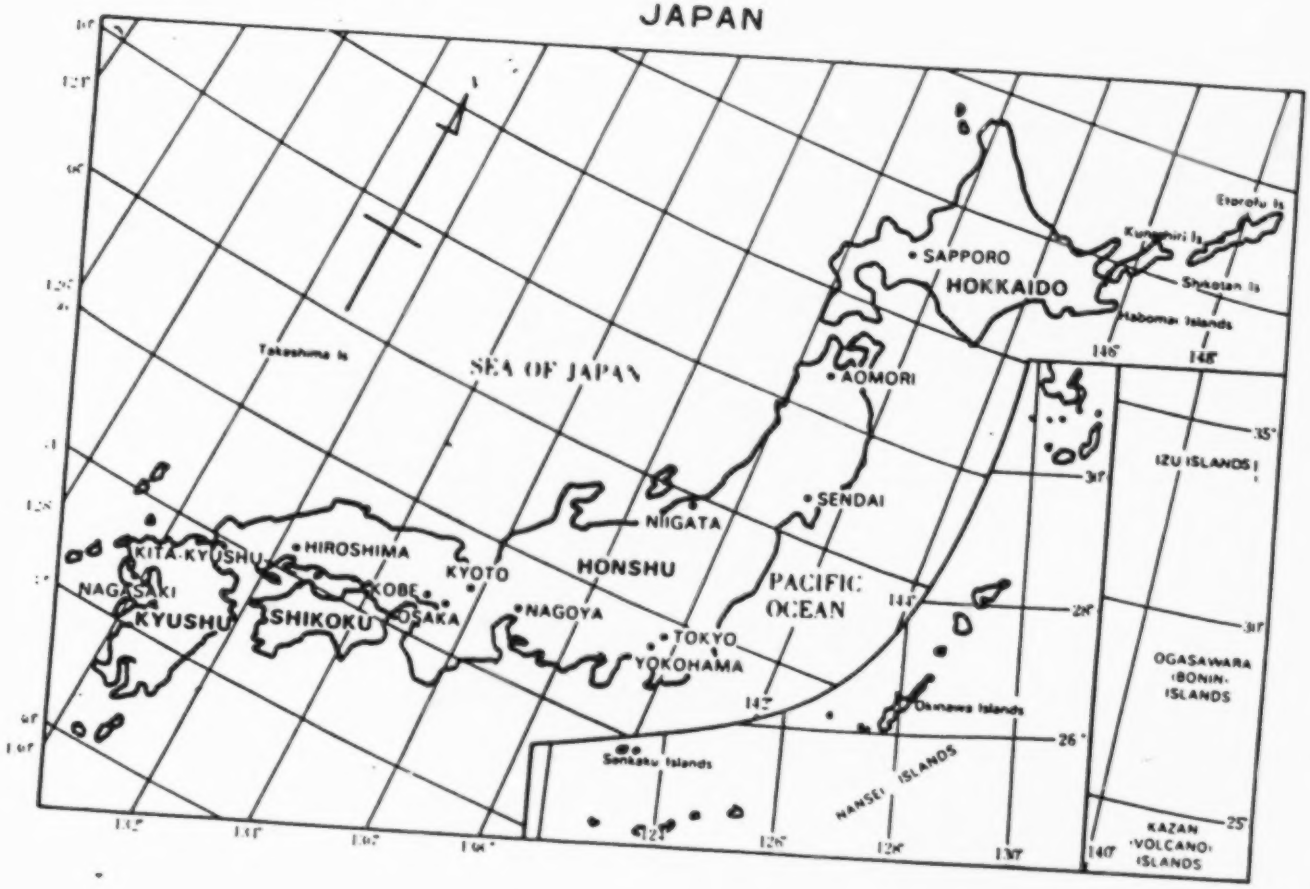
What do we know about Japan? Pass out paper and ask your students to write down in one minute everything that comes into their minds about the United States and American people (Staring with the familiar helps "unfreeze" students and also generates items for comparisons). Don't let them stop to think! Now, ask them to turn the paper over and make a list for Japan and the Japanese. At the end of this second minute, ask volunteers to read items from their lists. Write the items on the chalkboard under the headings OBSERVATION, INFERENCE, OPINION. After a few items have been listed, ask for a definition of each heading (for students unfamiliar with the process, this itself is an exercise in inference-making).

An example can help students differentiate the terms Observation: there are six pairs of chopsticks on the table, Inference: six people are going to eat Chinese or Japanese food, Opinion: I like Japanese food. Everyone agrees on observation; we all see the same items. Inference introduces probabilities; the more detailed the observation, the more probable the inference (Japanese chopsticks usually are shorter than Chinese; if the chopsticks on the table are short, we might infer that Japanese food will be served). Without supporting evidence, items go into the "opinion" column.

This learning activity can be adapted to any situation in which students are learning to generalize without stereotyping. Ask the students to save their lists. At the end of the unit, repeat the exercise and compare the "before" and "after" lists.

map 1

JAPAN/THE ISLANDS



Acknowledgment

The source for this map is the pamphlet Japan Today (Ministry of Foreign Affairs, Japan, March 1983), back cover. The pamphlet is available from your local Japan Information Center, Consulate General of Japan.

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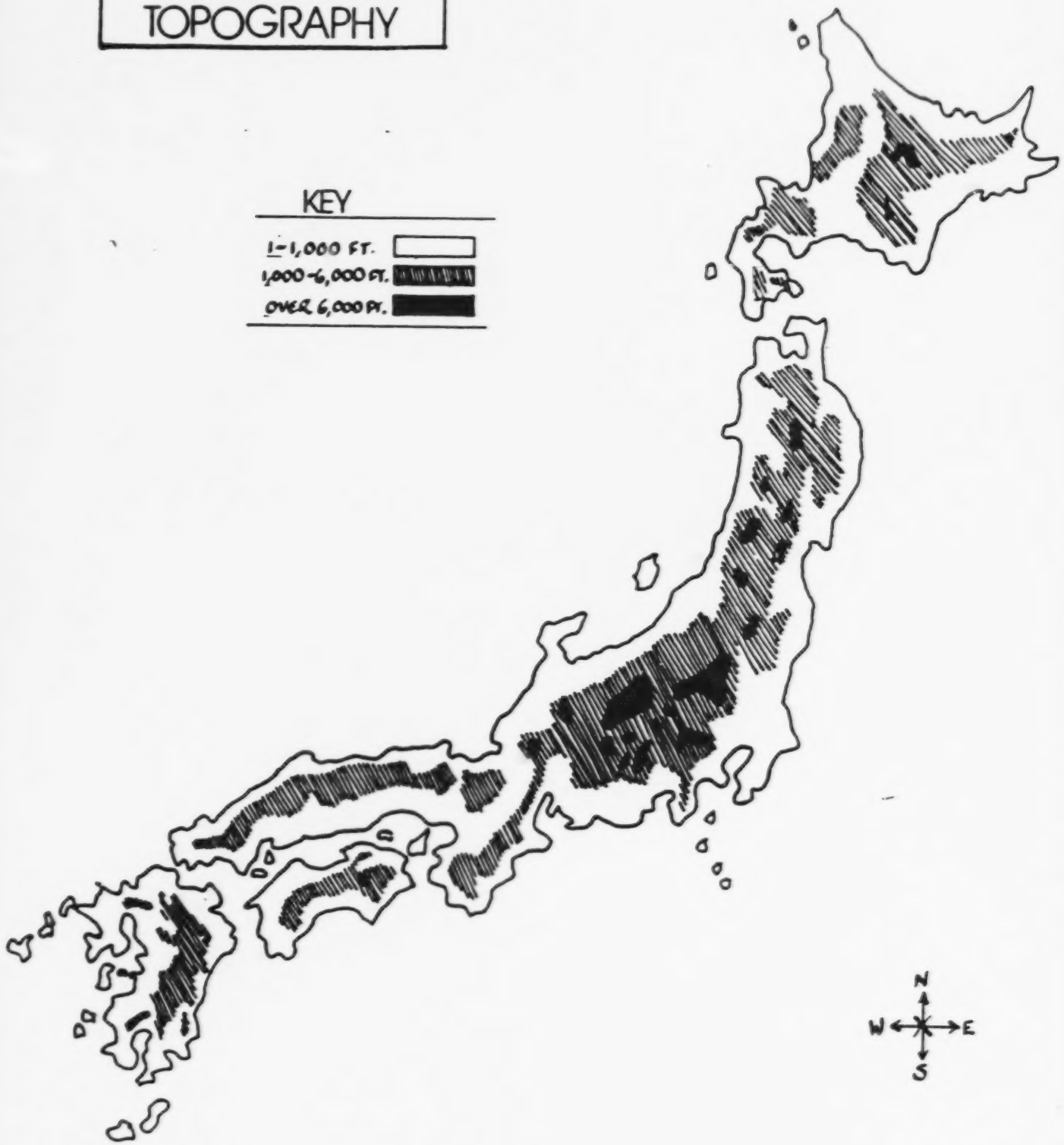
map 2
JAPAN AND ASIA
U.S.S.R.
Sakhalin
Mongolia
Japan
Sea of Japan
N. Korea
S. Korea
Yellow Sea
China
India
East China Sea
Ryukyu Islands
Burma
Taiwan
Laos
Thailand
Vietnam
Cambodia
South China Sea
Phillipines
Malaysia
SCALE : 1:24 M

map 5

TOPOGRAPHY



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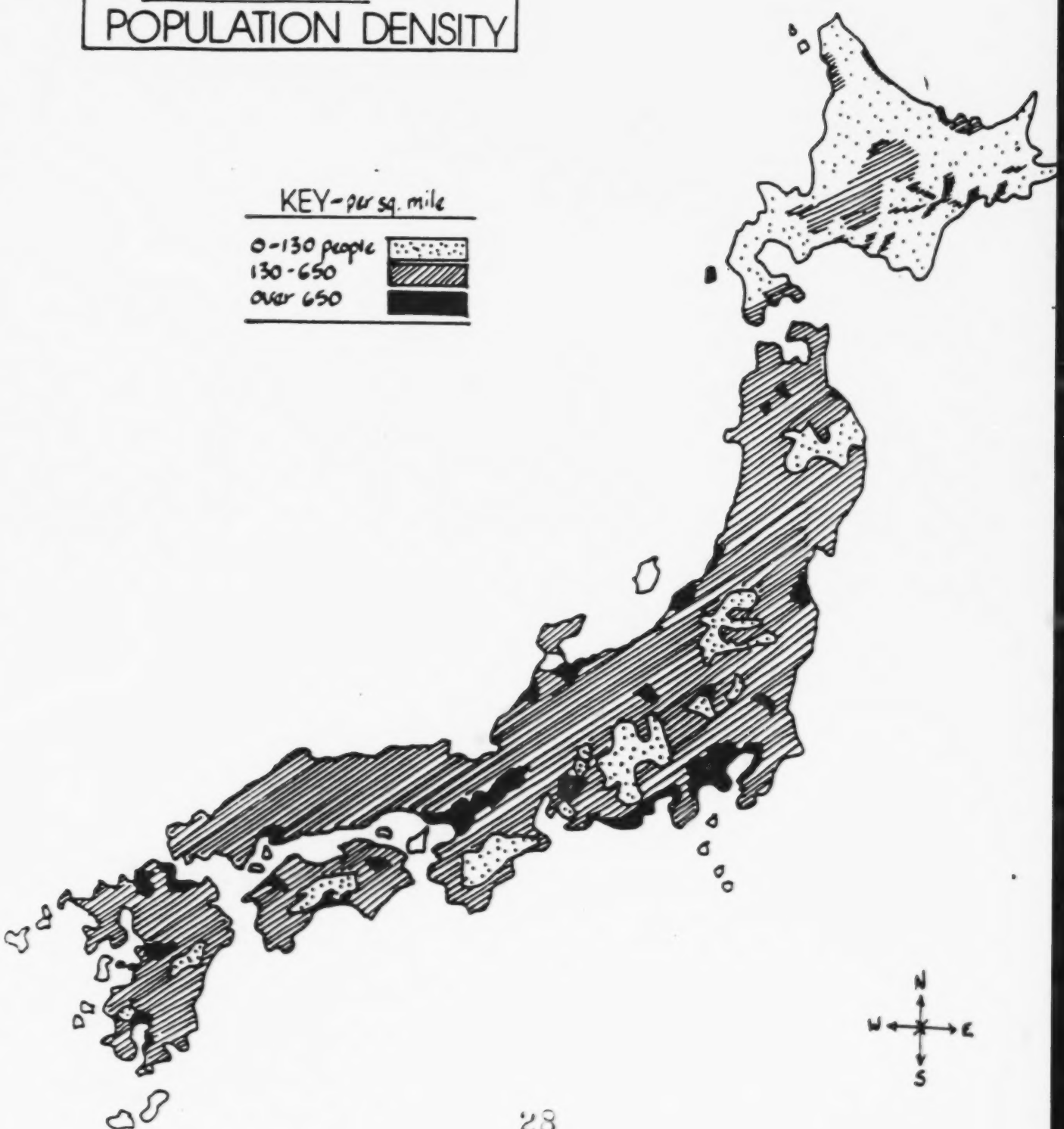
map 6

POPULATION DENSITY



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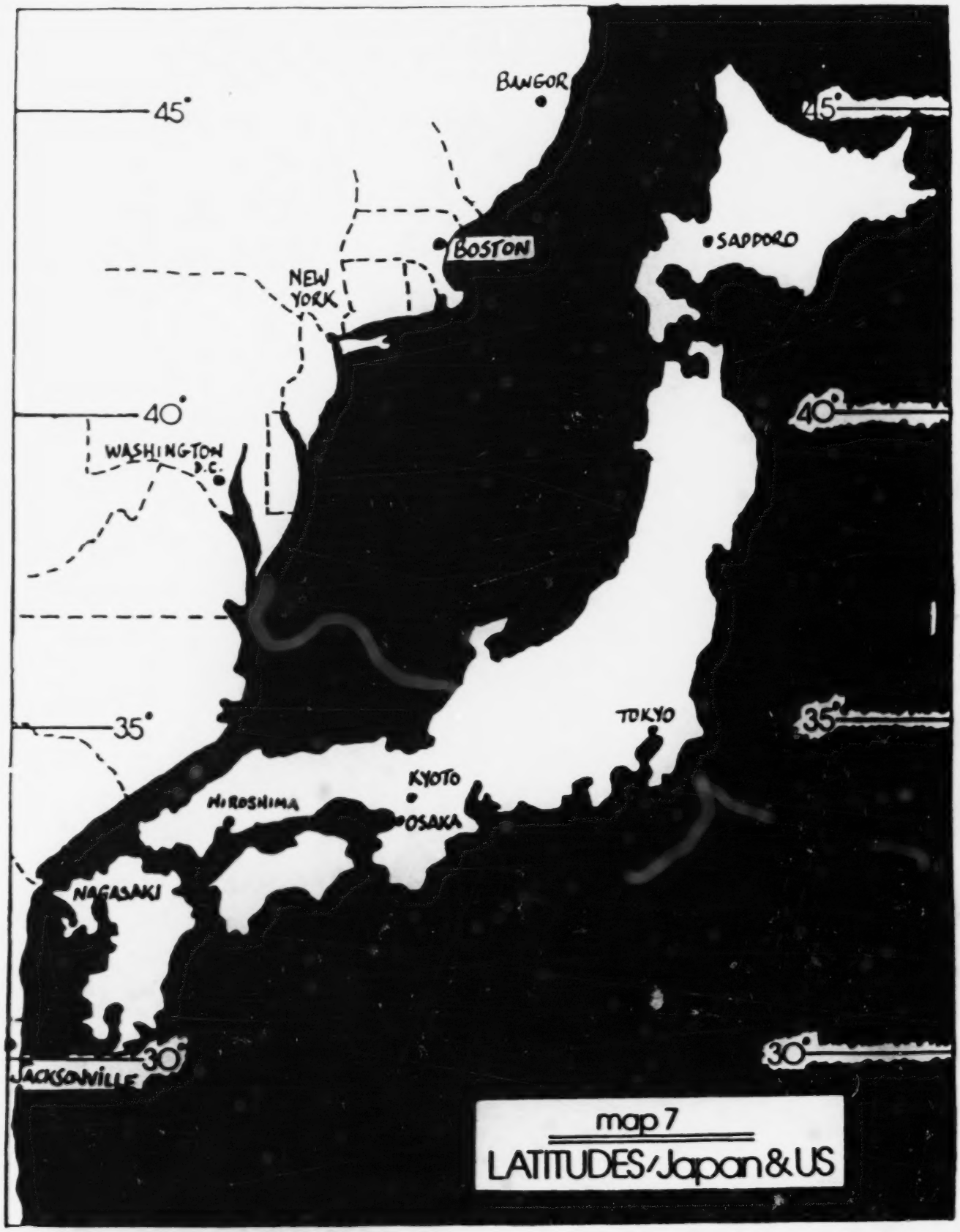

map 7

LATITUDES/Japan & US

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